

Year 2 Curriculum Overview Summer Term 1 & 2

ENGLISH

Writing:

- Discussion of holiday news with a view to writing a recount.
- Exploring humorous verse as a structure for pupils' own writing in the form of riddles, nonsense poems and jokes.
- To write a variety of stories using knowledge of narrative, settings, characterisation and dialogue.

Spellings and phonics:

- usage of ou/or/ey/are/ear/tion/sion.
- To spell words which contain the ear sound / ear/are for air sound, silent letters; silent h, silent c.
- To introduce ti spelling for the sh sound, si for sh/zh sound.
- To spell alternative spellings of the ai sound: ei/eigh words, the o for the u sound.
- To introduce the ture spelling.

Grammar:

- Developing knowledge of plurals.
- Learning to use a thesaurus.
- Revising proofreading skills.
- Prefixes: 'un' and 'dis' (e.g. unhappy, disagree).
- Apostrophe 's' to show possession (e.g. Anna's apple).
- Introduction to contractions (e.g. isn't, wasn't, don't, couldn't).
- Developing an understanding of prepositions (e.g. around, behind, to, in).
- Homophones (e.g. hour and our, week and weak).
- Revision of prefixes and introducing suffixes.

Comprehension:

- Learning about language play (e.g. tongue twisters), characterisation, oral retelling and story settings.
- Make predictions about events in a story.
- Answer questions and explain opinions about story characters and aspects of poetry.
- Compare story settings and characters.
- To compare stories by the same author.
- To match words to their definitions.

MATHEMATICS

- To be able to follow instructions in order to investigate numbers.
- Describe and extend simple number sequences to at least 1000.
- Count on or back in ones.
- Order whole numbers to at least 1000 and position them on a number line.
- Counting in twos, threes, fours, fives, sixes and tens to at least 30.
- The Four Rules
- Understanding that subtraction is the inverse of addition.
- Knowing by heart: All addition/subtraction facts for each number to 20, 50.
Mental addition and subtraction of 9 and 19, 11 and 21 by adding 10 and adjusting by 1.
- Use known number facts and place value to subtract mentally, bridging through 10 and 20 then adjusting.
- Introduction of column addition/subtraction including missing numbers using 2-digit numbers including carrying the tens.
- Subtracting a teens number from a multiple of 10.
- Finding the difference.
- Understanding the operation of subtraction and to be able to state the subtraction corresponding to a given addition, and vice versa.
- To solve word problems with one or two steps. For example, to work out the total money spent and then calculate the change from £1.
- Measures: Estimate, measure and compare capacities, using litres; suggest suitable units and equipment for such measurements.
- Fractions of Numbers for example $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$
- Know that a right angle is a measure of a quarter turn, and recognize right angles are in squares and rectangles.
- Give instructions for moving along a route in straight lines and round right-angled corners. Begin to recognize line symmetry.
- To be able to answer questions using the information given on a table.
- Recognise all coins and begin to use pound and pence notation for money. Find totals, give change and work out which coins to pay.
- Counting in ones, tens and hundreds to 1000.

SCIENCE

Living Things and Their Habitats:

- To compare the differences between things that are living, dead and have never been alive
- To recognise and be able to explain the needs of animals.
- To establish why different plants and animals are found in different habitats.
- To predict and investigate living things found in two different habitats.
- To be able to pair animals with their correct habitat.
- Life processes and simple food chains.
- Minibeast hunt in local park.

Plants:

- Examine seeds and bulbs.
- Variation.
- To know the differences between an animal and a plant.
- To sort a group of living things into animals and plants.
- To recognise that there are similarities and differences between animals and that they can be grouped according to these.
- To recognise that there are similarities and differences between humans.
- To recognise ways in which humans are different from other animals.

HISTORY

- A study of the events leading up to the 'The Great Fire of London' and the events which followed.
- Compare past and present: To describe the clothes and hairstyle of Charles II and recognise they lived a long time ago.
- To know why Samuel Pepys was important to Great Britain.
- Sequence the main events of the fire.
To know why the fire spread so far and for so long.
- To know what an eye witness account is: Samuel Pepys' diary. To know about the part played by artists in recording the Great Fire.
- What have we learnt about the Great Fire?

GEOGRAPHY

Mexico:

- Comparing and contrasting an overseas locality: Mexico: Tocauro.
- Locate Mexico and Tocauro on a map and understand the significance of the flag.
- To understand village life in Tocauro.
- To make comparisons to life in the UK.
- To learn about Mexican foods and customs.
- Mexico Day.

Going to the seaside:

- Name an investigate places using geographical terms and maps.
- Identify physical and human features of the seaside.
- To make comparison with our own locality.

FRENCH

- Teddy Bear Picnic:
- learn how to say: 'a picnic', 'the forest', 'a sandwich'; 'a juice' and 'hide-and-seek' in French and hear this in the song.
- Listen to the story of Lili et Nounours' day out.

SPANISH

- Under the Sea:
- Learn the names of 7 sea creatures and start to explore the patterns and sounds of language through song.
- Create a selection of sea creature masks.

RE

Special Places in:

- Christianity
- Judiasm
- Hinduism
- Sikhism
- Islam

What is a pilgrimage?

Reflection

PE

- The children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- Experimenting with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

- As in all athletic activities, children think about how to achieve the greatest possible speed, distance or accuracy in preparation for Sports Day.
- The children will continue to work on net games. They learn how to hold a tennis racket and strike a tennis ball using a forehand and backhand. They will develop their hand-eye coordination.
- Music and Movement - The children will be learning to use movement imaginatively, responding to music and performing basic skills. Focus on aspects such as rhythm, speed and the direction of their movements.

MUSIC

- Listening - Recognising different instruments and becoming more aware of musical dynamics.
- Introduction to note values and different orchestral sections.
- Revision of signs and symbols and introduction to graphic scores.
- Singing - Learning songs in preparation for Speech Day.

ACD&T

- Recognising objects and completing pictures
- Stories in pictures
- Looking at Space – outlines and shapes
- Drawing objects in relation to each other
- Drawing Space and the effects of perspective - near/far, large/small
- Exploring tone and the effects of light and dark sources
- Common Drawing Task - life drawing.

PSHE

Safety on the internet (Personal wellbeing)

- Rules to follow, who is trustworthy?
- Who are strangers and safe strangers?

Feelings and relationships (Fundamental British Values, mental health and wellbeing)

- The children are made aware that there are special people in their lives and community and Public institutions.

Friends and friendship (Mental health and wellbeing)

- Consideration of what makes a friend and what they can do for each other.
- How it is important to treat everyone equally, to listen to and respect one another

Feelings

- Discussing different feelings, happiness, anger, sadness,

Memories of growing up (Personal wellbeing)

- Special places
- Consideration of what makes a special place
- Can they remember feelings?
- Celebrating strengths, setting simple challenges and goals.

Finance

- To enable the children to understand the value of £2, £5 and £10.

Water Safety

- To become aware of the dangers of playing near water

Friendships

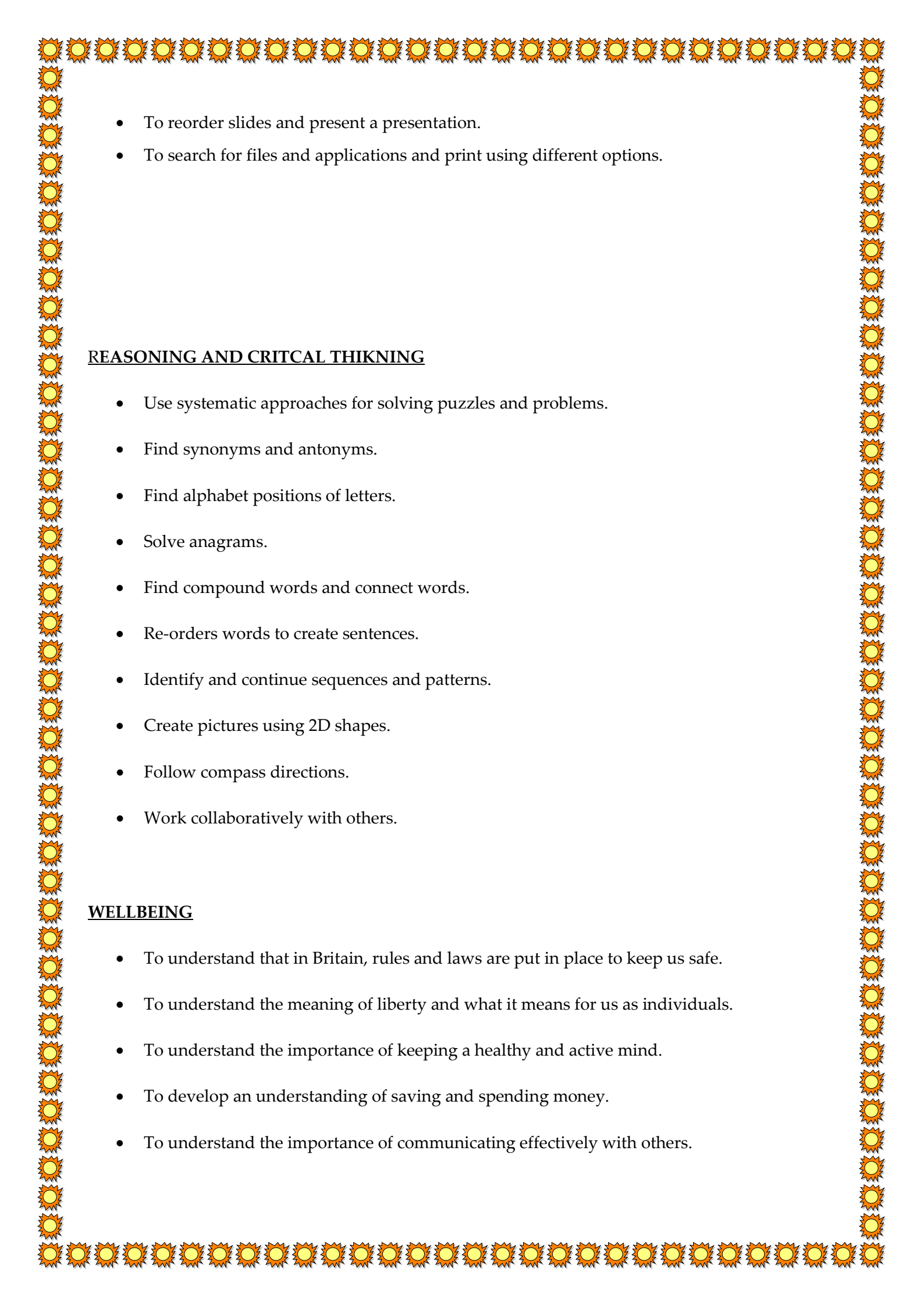
- Resolving conflict- being kind to each other
- What makes a good friend

Transition

- Anxiety and worries – what causes these.
- Anxiety about changing class and going up to Prep- how to cope with these feelings.

ICT

- E-Safety: To understand that the information put online leaves a digital footprint.
- To manipulate windows and create a folder.
- Locating information on a topic being studied, using a search engine on the internet and Espresso. For example: The Great Fire of London and Samuel Pepys.
- To organize ideas for a presentation.
- Copying and pasting research material into a word processing document that can then be edited for presentation.
- Continuing to develop mouse and keyboard skills.
- To create and format a simple presentation with text.
- To add and format an image.

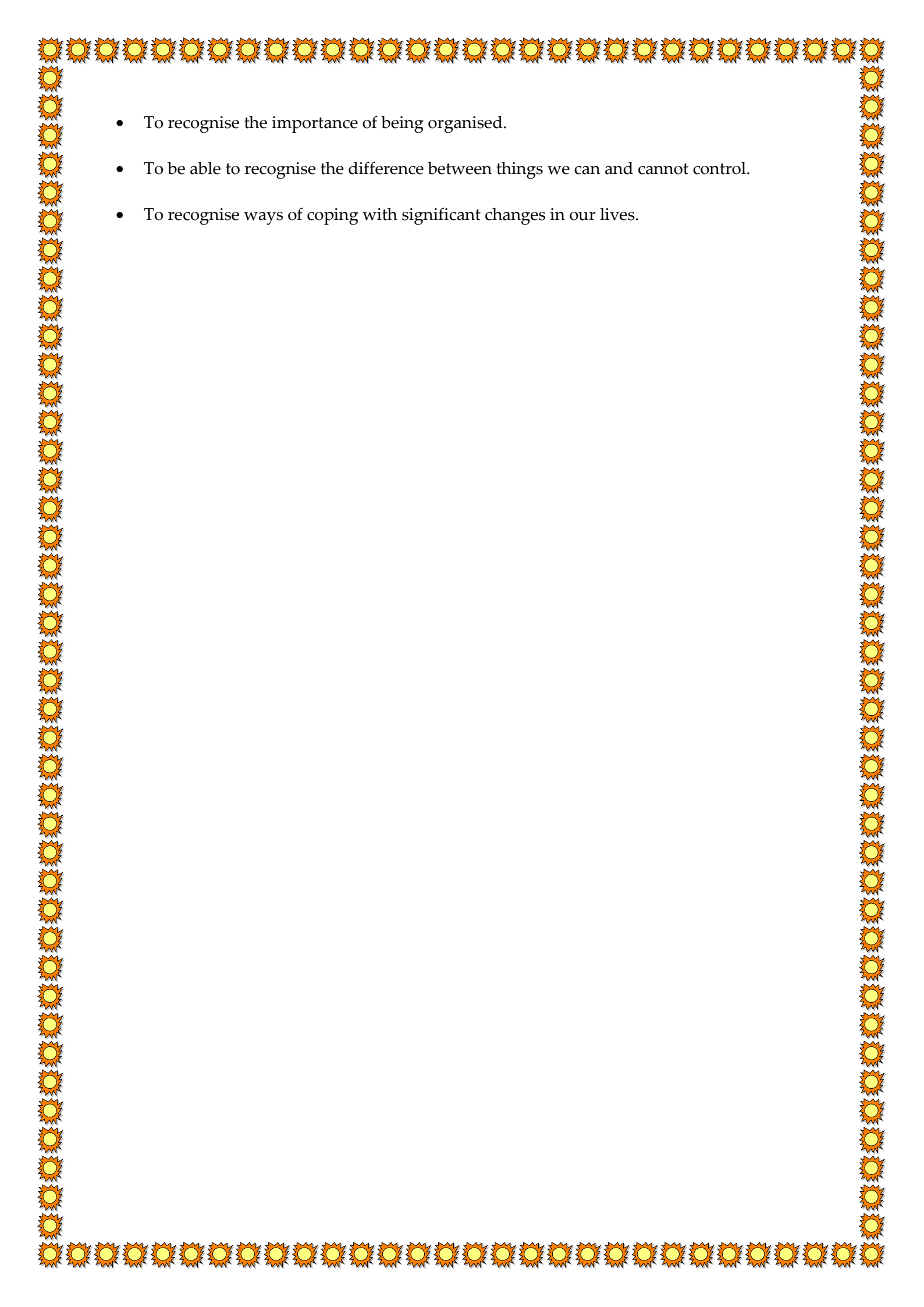
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- To reorder slides and present a presentation.
 - To search for files and applications and print using different options.

REASONING AND CRITICAL THINKING

- Use systematic approaches for solving puzzles and problems.
- Find synonyms and antonyms.
- Find alphabet positions of letters.
- Solve anagrams.
- Find compound words and connect words.
- Re-orders words to create sentences.
- Identify and continue sequences and patterns.
- Create pictures using 2D shapes.
- Follow compass directions.
- Work collaboratively with others.

WELLBEING

- To understand that in Britain, rules and laws are put in place to keep us safe.
- To understand the meaning of liberty and what it means for us as individuals.
- To understand the importance of keeping a healthy and active mind.
- To develop an understanding of saving and spending money.
- To understand the importance of communicating effectively with others.

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- To recognise the importance of being organised.
 - To be able to recognise the difference between things we can and cannot control.
 - To recognise ways of coping with significant changes in our lives.